

[The Journal of Pedagogy]

[Vol. 2 No. 4]

[1895-12]

Missing Cover

The Journal of Pedagogy

*Published Monthly under the auspices of the Department
of Experimental Pedagogy, B. Y. Academy.*

Vol. II.

Provo, Utah, December, 1895.

No. 4.

THE YEAR'S MESSAGE.

From copse of green, Nest all unseen A bird sang the fair earth above, And the theme of his note Rang clear from his throat, "God is love, O world, God is love."	Though hearts were stirred, Proud lips preferred, The silence and pitiless mirth. The year grew old E'er the message told, And a low pleading sob broke forth.
The year, glad maid, Her scepter swayed Blithely o'er meadow and grove; And echoed the strain Of the bird's refrain, "Love, human hearts, God is love."	"O heart, my own, One touch, one tone, Oh, speak, e'er the year is dead; Speak lest we wait, For words too late Oh, love, forgive, and forget."
Men's souls agrieved, Alone received Not the message from valley and hill, For a bitter thought Was of anger wrought, And the lips were stern and still.	Hands clasped anew, For hearts were true, And joy gleamed through lashes wet; Serene and stilled Her works fulfilled, The soul of the year had fled.
Sad grew the year And with grieving tear, She called to the hearts, "O forgive." In dawn's golden light, Through splendor of night Rang the words, "Love, O man, and forgive."	From driving snow, Through morning glow Sublime roared the song above, For the new-born year, For angels to hear, "Peace on earth, for hearts live and love."—[C. D. YOUNG.

HISTORY OF THE UTAH TEACHERS' ASSOCIATION.*

It is now a quarter of a century since the famous association which honors me today with so splendid an audience, was organized in this city. The program for this session has been well arranged. Young heads for current topics, old heads for reminiscences. There are but few present, however, to whom my theme will appeal by personal association. Only here and there do I see teachers who have grown old in the service. The majority in the profession today

*An address by Nathan Lawrence, delivered January 1, 1921, before the Utah Teachers' Association, at Ogden, Utah.

have perhaps been born since that eventful day near the close of the last century.

I often ask myself, why am I here? The comrades of my early teaching days, the young men and women who stood here with me twenty-five years ago,—where are they? Many of their names are interwoven with the history of our country, and what a web of glorious events that history is! But I must direct the stream of my memory, else it will spread too wide and become ineffectual. We have but little time to indulge in reveries, and this is as it should be. Longfellow was profoundly right when he wrote, —

“Let the dead past bury its dead.
Act,—act in the living present,
Heart within and God o’er head.”

In my hand I hold a copy of *THE JOURNAL OF PEDAGOGY*, dated December, 1895. The leading article in it is by Prof. Nelson, and discusses the objects and advantages of a state teachers’ association. As what he says seems more to the point than my memory could give it, I beg your indulgence while I read a few passages. He says:

“As we are about to form a state teachers’ association, a brief consideration of the questions involved in such an organization may not be untimely. These questions have already been considered, and answered in a way, by a general convention which met during the winter vacation of ’91-’92. Not having at hand the constitution and by-laws passed at that time, nor knowing more of this first attempt at united educational effort than that it was made, I cannot say anything either in praise or blame of the movement. But as our worthy Commissioner has called another convention to meet at Ogden, December 26th to the 28th inclusive, to take up the subject as if it had never been touched, I may, I trust, enter upon these questions as if they were entirely new.

“In this connection, I will venture the remark, as showing the importance of the discussion, that if the proposed association is to be spared the fate of the last one, it will be because these questions are brought home to every teacher. In order to mature and ripen, fruit must have sunlight and vigorous cultivation.

“First, then let us ask: What are the fruits to be gained by a State Teachers’ Association? For convenience of discussion I divide the question into (1) the benefits accruing directly to the schools, and (2) the benefits accruing directly to the teachers.

“Under the first head, that of benefits accruing to the schools, I note:

1.—PROMOTION OF HARMONY IN FORMAL EDUCATIONAL EFFORT.

(A.)—*Grading.* What shall a child know in order to be promoted from the I to the II grade? From the II to the III, etc? What shall a pupil know in order to graduate from the VIII grade?

“In how many schools are these questions answered alike? Nay, to put the matter more pointedly still, in how many districts—aside from cities, which may at least be expected to be consistent with themselves—are these questions answered alike, one year after another? Where new teachers are employed, year after year, one may be lax in his classification, the next one strict, and thus confusion arises. To demote a child usually creates feelings both in pupil and in parent, so the duty is often shirked, to the serious detriment of the child, which becomes superficial, and of the class which is handicapped by the dullness and stupidity thus imposed upon it.

“But this is not even the worst. Too often, for want of an authoritative guide in grading, whole classes crawl up the hill until nearly to the top, only to roll back during vacation, and begin the journey over next year with a new teacher. Perseverance of this kind was perhaps admirable in the ant which encouraged the disconsolate Bruce, but in the case of mortals life is too short for such vain repetitions.

“Let there be uniformity in grading throughout the State: One plan for 20 week schools; one for 30 week schools, and one for 40 weeks schools. This will cover every case, and bring system out of confusion. But who could get out such a scheme and make it authoritative? Only an association representative of the whole state.

(b)—*Methods of Teaching:* “However much the value of method may be decried when the pupil has reached that advanced stage of thought which enables him to perceive truth unclassified and unadorned, method and device are absolutely necessary to train him up to this lofty independence. Can we argue from the fact of the tree standing alone that the sapling needed no support and protection?

“Now, if method be essential, uniformity of method is essential. At any rate, methods should be allied. The growing plant should not be subjected to violent changes in its environments. A teacher from one school should be able to take charge of another a hundred miles distant, without wasting the energy of the pupils in mere adaptation to method. But the best in method, and especially uniformity in method, is possible only where the discovery of one quickly becomes the heritage of all—in other words, in a closely-knit State Teachers’ Association.

(c)—*Subject-matter:* “The excellent practice lately intro-

duced of permitting teachers one day off each month to visit other schools, has among other good results, opened the eyes of the profession to the variety and difference of subject-matter which engages the attention of different schools. Here a teacher follows the beaten track of the text-book, having no time, inclination, nor talent for anything else. There the school room is simultaneously or in turn an herbarium, an aquarium, and a zoo-garden.

“‘Nature-lessons! how I wish they could be introduced into our schools as they are in Salt Lake City’—says an enthusiastic convert to Parker’s idea. ‘But how shall it be done? We have so much work blocked out already and there is no time left. Besides I don’t know how to do it, and it is doubtful if many of our teachers are better prepared than I in this respect.’

“Consider for a moment those epidemics in teaching generally called fads. There seems no adequate way of stopping them save by change of teachers. Now it goes without argument that an association comprising the pedagogical wisdom of the State should be able to select from the field of knowledge, those things that children in each grade should know, and leave out those things which could best be studied at a later age. We should not then have the rocky, barren soil which represents one extreme of our school life, nor the rich but fad-encumbered soil of the other, but a medium soil where, while ideas reward the toiler, no pupil is exempt from toil.

“Uniformity in the business and professional relations of teachers to trustees and to the schools is another desideration which a general association of teachers would be able to secure, but this will be treated under another head.

“Another means by which such an association might benefit the schools is:

2.—PROMOTION OF INCIDENTAL EDUCATIONAL FORCES.

(a)—*A Lecture Bureau:* “Whatever arouses parents to the importance of education tells directly for the good of the schools. Out of such a spirit grow fine school buildings fitted with modern furniture and apparatus. From such a public spirit come also generous salaries for teachers and work for the whole school-year. Once let a father be imbued with the place education holds in the destiny of his child, and he will make many sacrifices ere he will keep it out of school.

“The best way to reach parents is by a course of popular lectures. Why should not the entire State be blocked into lecture districts under the management of a central executive committee? We have scores of men capable of entertaining and instructing the average audience, and hundreds would soon be available if a field were thus opened for their talents. The only out-lay would be

traveling expenses, and these each district would willingly stand, if the matter were properly managed. In Richfield last vacation the lecture committee sold tickets for the entire course of ten lectures for 25 cents each. The houses were crowded in spite of the fact that it was mid-summer. This small fee paid expenses, and at the same time gave tone and dignity to the course."

Perhaps to the minds of most of you, who are familiar only with the present well organized condition of our educational system, it will seem strange that only a quarter of century ago the reforms here urged were necessary. But to us older members who helped in the reformation this account of the schools of that time, as respects grading and want of uniformity in methods and in the curriculum of studies, seems mild indeed compared with the facts, when searching investigations came to be made. The lecture bureau here suggested has been an accomplished fact so long that we do not seem to think any more that it was not always so. A triumph not foreseen by Prof. Nelson but one of perhaps more importance than the lecture bureau is also indirectly due to the efforts of the Utah Teachers' Association. I refer to the establishment of public libraries and reading rooms in nearly every district in the State. In this respect we are no whit behind the towns of New England.

(b)—*Educational Publications*: Under this head the Professor proceeds to discuss how a general association might make an educational journal a success, and incidentally we learn some of the difficulties of launching and keeping afloat a home teacher's paper in those times.

Not least of the difficulties which the Association had to overcome was the general distrust of home intellectual products. To-day we should laugh at any innocent enthusiast who would go into exclamation points over things eastern. But in those days three teachers out of every four gaped with eyes, ears, and mouth over the phenomenon of an eastern graduate, and swallowed without mastication the baldest sophisms just so they happened to be uttered by an eastern college professor. But all that is past. We still draw inspiration from the east, but we make a careful distinction between things true, and things merely eastern. Then instead of going forever to Mecca, we have at length succeeded in bringing Mecca here. That was a happy thought of Prof. Franklin, who, ten years ago, proposed as the motto of our Association: **NOBIS FIDEM HABEMUS** (We believe in ourselves). The enthusiasm with which it was

adopted shows how thoroughly the tide had turned. I believe there is no other way either for a man or for a people to become great.

But I am digressing. We were discussing educational publications. All honor to the JOURNAL OF PEDAGOGY which without general appreciation or material support, struggled on till the tide turned in favor of home effort. It did not become the organ of the public schools, as was hoped by some of its promoters. There came a time when it must choose between its philosophic and its expository mission. As the latter required a weekly publication, it chose the former, and circulates now as the *Western College-Review*, in which capacity, as I need hardly assure you, it furnishes much of the inspiration which takes form and detail in our public schools.

Permit me now to speak of two weekly school publications which, it is scarcely too much to say, have been the redemption of our school system. The first is the *School Supervisor*. In this year of grace, 1921, its circulation is about 6,000 copies, which sufficiently indicates that it is taken outside of Utah. Its subscription price was at first \$1.00, then it was reduced to 50 cents, and last year, in recognition of its importance in the economy of public education, the legislature made it free to teachers in the State.

As its name indicates, it is literally a supervisor of the schools. To say that no teacher can get along without it is not in this instance a figurative but a literal truth. It is as essential to her work as the daily program. Without its aid our educational machinery would have remained in the disjunctive attitude in which the State Teachers' Association found it. Even after the organization of this body, it took six years to convince the teachers that all their fine schemes and resolutions, without a weekly exponent, went into the ravenous maw of silence, or were but faintly heard and soon forgotten.

Perhaps the best work of the *Supervisor* has been in relation to nature study. When it began its circulation, the teachers were fully aroused to the need of nature teaching, but, confused by the bewildering variety of matter, and conscious of inexperience in this new field, they knew neither how to choose a subject nor how to proceed to study it. It was in this dilemma that the journal made its mark. It proceeded to give a course of normal training in science work, and published a worked-out lesson in nature-study for each day of the school year. It is needless for me to say that its usefulness is due almost exclusively to just such practical, concrete lesson-work.

The present circulation of the *School Messenger* is about 50,000 copies. The aim is to place it in the hands of every pupil or at least in every home having children of school age. Its price was reduced three years ago from 50 cents to 25 cents, and an effort will be made at the next legislature to make it free. Why should it not be free? If the text-books are at last furnished by the State after all these years of valiant fighting, why should not the *Messenger* be free? No book in the whole list fulfills so well the conditions of a text-book.

It was indeed this latter circumstance that led to the creation of the *Messenger*. Early in the beginning of this century, after the educational pendulum had swung to both extremes, the sentiment began to dawn upon the teaching profession that every well rendered lesson should lead to the world of nature on one side and to the world of books on the other. The world of nature they had around them, but how should they command the world of books? At first the *Supervisor* tried to supply the literature. But the trouble lay in the fact that it could not be put into the hands of the pupils. There was finally no other way than to publish a child's paper.

It has eight departments corresponding with the grades. One can scarcely overestimate the influence it has in forming the minds and characters of our youth. The younger children try to read the departments ahead of them and so are incited to ambition, and the older pupils still read the departments below them and are thus kept in sympathy with their younger brothers and sisters.

Another feature deserves to be mentioned. The agitation which resulted in so much attention being paid to moral education began within the memory of most of the teachers now in the profession. The part that vicious literature plays in undermining morals was soon discovered, and since then the *Messenger* has sought to fill all the wants of the child's mind as respects fiction, by supplying it with pure and correct ideals of life, which are the surest safeguards against depraved tastes. It is not too much to say that if the Utah Teacher's Association had accomplished no other work than launching these two journals it would have gained enough glory for one organization.

3.—PROMOTION OF NON-PARTISANSHIP IN EDUCATIONAL AFFAIRS.

Under this head Prof. Nelson continues: "Partisanship, like the principle of evil, is perhaps necessary in order that there may be a triumph of the good. Without parties there could be no oppo-

sition, and without opposition there could be no triumph. But without triumphs there would be no virtue—merely a cravenness which is satisfied with ‘good enough.’ A citizen is therefore justified in being partisan when to be so involves the triumph of a principle, for this altruism. But to be partisan merely that the pelf of office may go to one’s political friends without respect to their fitness to serve the public—this is a code of ethics worthy only of clans and tribes. It is the citizen that should vote and not the man; for the latter is tied up in a net work of obligations while the former has no friend to serve but the state.

“If this principle were acted upon our elections would be simplified. Who doubts for a moment (after the dog days of the campaign are over) that the laws of a state will be as honestly and efficiently executed by one party as by another? Is it not logical to believe, then, that they would be more honestly and efficiently administered by electing the best men in both parties, that is, by a non-partisan ticket, or a ticket where the partisanship turns exclusively on fitness and unfitness?

“The greatest safeguard of a state is a conservative third party of thinking men and women. Like a mighty fly-wheel, such a party would moderate the growing speed of rash measures, and on the other hand, furnish the momentum necessary to carry reforms past the breaking down period—the period when fickle supporters drop off.

“Teachers, as masters of subjects and leaders of men, should form the core of that third party. Ultimately through their united influence, we should have judicial offices and municipal elections freed from partisanship. But for the present their imperative duty is to keep politics out of the schools.

“Need I picture the evils of a partisan domination of the schools?—a condition of things wherein every teacher’s position may become the reward of political services, or the occasion for levying black-mail. What would become of the manhood and womanhood of a state whose children must be taught by men and women who would enter service under such conditions?—servile creatures, the camp-followers of victorious politics.

“And yet to make the school system non-partisan—can it be done? A prominent teacher to whom I communicated my views on this subject, pronounced the proposition visionary in the extreme. ‘People will agree with you eleven months in the year, but during the twelfth month—the campaign month—every good resolution of that kind will be boiled down to the dead level of politics.’ This pessimistic view is, I must admit, pretty correctly based on what human nature is—the loftier view on what it will become. I therefore confidently predict that one of the triumphs of the Utah Teachers’ Association will be the complete separation of the schools from politics.”

This prediction has at length been fulfilled, but not until our

school system, especially in the larger towns and cities, suffered the smutty finger marks of political rings. As would naturally be the case, the first to offer temptations to these cancer-like organizations was Salt Lake City. In smaller cities teachers were mostly residents and where a man had a recognized standing in the community it was difficult to make him knuckle to rings without arousing public protest; but where, as in the Capital, teachers were constantly changing, and the personnel of the individual was merged in the machine of the system, it became as easy to pack the schools with subservient teachers, as it was to corrupt the ballot by bribing dishonest voters.

Let us never cease to be grateful for the public sentiment which culminated in the Calvert-Harpon law. How quickly, by the by, the beneficent effects of this enactment are felt and commented upon abroad. Permit me to read an extract from the current number of the *Forum*. It is from the pen of the venerable Dr. Riceh:

“Where shall we seek the remedy? [for the evils of partisanship in the schools.] The contention is made that the exercise of power cannot rationally be expected to exceed in virtue and purity the source whence that power is delegated. While this may be admitted as a truism, I apprehend that there lurks a most subtle fallacy in the popular conception as to what is this source. For instance, if a river be turbid, it usually ends enquiry to say that its source is muddy, meaning that near its headwaters the banks are caving in. Nevertheless the real source is not there but in the ocean. So the hatcheries of politics must not be confounded with the real source of political power, the surging sea of humanity. Note also this parallel: as the turbidity of the river is gradually lost when it spreads in the ocean, and is all gone when its waters ascend again to the mountain tops, so the corruptions of political power become less dangerous the more remote they flow from the befouling sources. Cosmic tendencies are ever toward purity. The spirit of Truth and Justice broods over humanity. The real source of power is not corrupt—only innocent. Can the rain-drop and snow bank be charged with befouling the stream? Almost as free from taint are the votes which delegate political power; and—one is tempted to add—almost as ignorant of the channels that gathering stream of power is soon to run in.

“This brings me to my point. If our schools are to be freed from the evils of nepotism and blackmail the power which controls them must take its rise from a different source and flow in a different channel from that of partisan politics. If the old channel is hopelessly turbid the remedy is to find a new one. It is in this way that the question was solved in Utah. This State has a strong teachers’ association, which has for years been agitating the question of non-partisanship in school elections. Three years ago its annual convention

a general superintendent of public instruction and three members of the general board of education were nominated, and an address adopted, asking that all political parties respect these nominations. The innovation was successful. The next year all county superintendents and members of county boards were nominated by the respective county teachers' associations. Only in one county was there any difficulty in the election of these tickets. In this way educational fitness, not political prestige, becomes the determining factor. The results have been so gratifying that it is safe to say this will remain the unwritten law in the future."

Prof. Nelson next discusses the benefits which might be expected to accrue directly to teachers from an active state teachers' association:

1.—BENEFITS OF AN EDUCATIONAL NATURE.

(a)—*Conventions and Summer Schools.* "It is only the exceptional teacher that can set himself to work and doggedly persist in the course of studies necessary to fit him for the higher planes of his profession. Conventions and summer schools will therefore always be needed. But where there is no central organization the work in both is likely to be spasmodic and lacking in educational perspective. As these institutions have been carried on in the past, the best that can be said is that they are fruitful patches of mental activity—but only patches, strictly isolated by the opening and the closing day of each session.

"What shall we have next?" indicates how loosely the programs fit into any scheme of mental development. Now, in a graded course of private study for teachers, conventions and summer schools would have a new meaning. Instead of being isolated periods of pedagogic growth they would become the exponents of the progress of a deep under current of private investigation. And in this sense the work of every session might be known a year, or even four years ahead. Sessions would be regular, the best talent in the State would be engaged, and nowhere would a happy discovery be made without soon becoming the property of all. Summer schools, instead of being scattered by sectional jealousies, would be concentrated, and all would share the benefits of first-class instruction at a nominal cost.

(b)—*Libraries and Reading Circles.* The Chautauquan movement illustrates what may be done by a concerted effort in this direction. A four year's course of study demands the use of no small library. Teachers perhaps spend more for books than other people, but they do not always spend wisely. To fill one's library with a heterogeneous collection is proof of nothing so much as a crude, ill-organized mind. Let the State Teachers' Association take hold of this question and consistency and order will come out of chaos. Without spending more in the aggregate, teachers, by uniting in the purchase and use of books according to some well-matured plan, would soon be-

come the possessor of the best literature in the world. I am tempted here to unfold a scheme, that would be simple for a teachers' association, for the founding of a school library in every district, but space will not permit.

2.—BENEFITS OF A SOCIAL NATURE.

It goes without saying that teachers should move in the best society—if they can. I place the condition, not because I believe teachers unworthy, but, because too often the society is wanting. What is the best society? Not the society resplendent in ball dress, nor in the blaze of lawn parties, or parlor socials. These are only places to air superficialities. The best society may be determined by exactly the same rule that enables a person to choose the best books—the best for him. Companions, whether in print or in dress, should be in sympathy with the earnest purpose of our lives. These constitute the best society. He only can find good society in every town whose life has no earnest purpose. As soon as teachers leave the latter class and enter the former, they will realize that a teachers' association may become a teachers' guild, and this the best society for teachers.

3.—BENEFITS OF A FINANCIAL NATURE.

The Utah Teachers' Association may be ideal in its moral, social, and intellectual purposes and advantages, but if it does not benefit teachers materially, it will exist only on paper, or flourish transiently on the annual rhetorical outbursts of its leading members. What ever else the Association may become, let it first be regarded as a cold business proposition. This will take it out of the category of those ever-multiplying schemes for doing good which are too disinterested and altruistic to deign to sink roots into anything so vulgar as the common earth; institutions which everybody praises, and for which no one will work at his best. Let the proposed Association have this in common with trades unions, that its first concern shall be the financial welfare of its members. If it organizes wisely and is careful whom it admits to membership, there is no reason why it should not practically control the patronage of the State. It is the money aspect of the guild that will furnish oil for the whole machinery. Without it the bearings will get rusty, if indeed the wheels do not utterly refuse to go round. But with it—with security of position and certainty of promotion, what earnestness and alacrity may not be expected in all the ranks from President to neophyte!"

It is thus that Prof. Nelson closes his preview. Rather an anti-climax, you will say, this beginning with moral, social, and intellectual good and ending with financial good. Nevertheless in this case it was a true climax. For ten years previous to this time a

spirit of cutting down teachers' wages to a level with that of common laborers, had been manifested all over the Territory. The people were too short sighted to see how this policy drove teachers of real talent into the avenues of business and made the schools merely a stepping stone to other professions. Nothing but the united front of the Teachers' Association secured proper recognition and compensation for men and women who had elected the profession for life. Nothing else could effectually have broken the rule of "good enough" by which most trustees measured applicants for positions.

But it is not alone in the securing of positions and enhancing of salaries that the members are financially benefitted. By reason of the course of instruction which teachers pursue in common, the Association buys its books and periodicals by wholesale, thus saving teachers many dollars yearly. A natural system of life and accident insurance for teachers is just now being mooted which promises still further to secure the profession against unforeseen losses. I call it a natural system, for I can conceive of no system more equitable in its awards or more easy of operation. But on this subject Prof. Chalice will discourse at length in to-morrow's session.

EARLY MISTAKES.

I note the fact that my hour has nearly expired, and I must "begin to conclude." The present splendid workings of the Association in all its apartments are so familiar to you that I cannot hope by dwelling upon this phase of my theme to add to your interest. But perhaps a brief review of some of the mistakes of the Association in days when it was feeling its way, may contribute to your wisdom.

The first mistake was made by Commissioner T. B. Lewis, the last general officer under the Territorial regime, in his call for the convention that organized the Association. Not realizing apparently that general interest in a question is of slow growth, he took no effective means of arousing teachers to the importance of the organization. His invitation was very indefinite. To teachers of the public schools it was in effect: "Come one, come all." To teachers of denominational schools, he sent no invitation at all. Then instead of choosing the mid-summer vacation when all parts of the State could be represented, he chose December 26th and 28th, a time when but few from the interior counties *would* attend and none from the remoter counties *could* attend. It was freely charged that the Commissioner consulted mainly the convenience of non resident teachers

in Salt Lake and Ogden, whose summer vacation was not spent in the State. Whether there was any such intention is doubtful, but the effect was the same as if there had been. The convention was packed from the interior cities, and the few members from the country districts had consequently no proportionate voice in the proceedings.

It was not to be wondered at therefore that this first draft of a constitution and by-laws was repudiated by the teachers at large as a mere sectional creation. A teacher from Sanpete urged that final adoption be deferred till the following summer vacation, and that the interval be devoted to a vigorous campaign of education. Had this been done, it is safe to say the Association would not have lain fallow for two years. As it was what amounted practically to a re-organization took place during the summer of 1898, since which time the Association has gradually grown in membership and general efficiency.

Of the mistakes embodied in this first constitution it would be profitless to speak here at length. The qualifications for membership were not sufficiently strict to exclude material which would have been a dead weight upon the Association. The functions of district, county, and State associations were not sufficiently distinguished. But the most serious defect was the complicated system of officers. Think of an executive committee, the members of which were scattered throughout the State! As well expect work from a machine the wheels of which are in different counties. Our present organization consists of a State executive committee composed of the Superintendent of public instruction assisted by the general secretary and the general treasurer of the Association. These officers are duplicated in counties, and also in districts where three or more teachers are engaged. It took us several years to learn that the simpler the machinery the more effective its work. And we gained still more in efficiency, when we began to pay our state and county officers for the time actually spent in executive work.

In conclusion let me add that when we are tempted to join in the gratulation which every citizen of Utah may justly indulge by reason of our being in the foremost educational rank of the nation, let us not forget that this proud position was attained and is held chiefly by the labors of the Utah Teachers' Association; and while we still cling fondly to our motto: *Nobis fidem habemus*, let us bow to that higher sentiment which should be the motto of mankind: *In Deo Credo*. [Prolonged applause.]

LITERATURE IN THE SCHOOLS.

Ardent disciples of the new ideas in education seem to forget that the book has any legitimate place in the school-room, and appear eager to banish it as a relic of unskilled methods of teaching. As a result, science has received first place, and oft-times the only place in our schools. So urgent has been this feeling that our school readers have been filled with science stories, and those sweet little lyrics, the result of the best thought and feeling of the English people, have been barred out. We no longer see the splendid selection of literature to be found in the old National series of readers, for such a selection would be regarded bookish, lacking life, and impractical.

True, such an estimate would be made only by those incapable of truthful thought, or those who have taken too much to heart the new educational ideas—ideas made to appear rational from the fact that books of the literary kind have not always been handled in a professional manner.

Not long ago science was much neglected in the school-room; now we are quite sure the pendulum has swung the other way. The cold shoulder is turned to literature and history. The happy mean seems to be what we should strive to reach. Each line of work is very important and each should receive the attention due.

Concerning the development of these ideas, we copy the following from Dr. B. A. Hinsdale; "In ancient times the Jews gave to the schools the significant name, 'House of the Book.' Other arts than reading have been taught in the school; other instruments than books have been employed in it to give instruction. Still it is the book that gives to the school its character. Especially is this so in the elementary school. Now, there is a controversy involving the adjustment of verbalism and realism, which latter is instruction by means of things, or real objects of knowledge. The men in the Renaissance believed in the cultivation of literature; believed in learning through books. Then there arose a class of thinkers called the Realists, who lay more emphasis on the thing and less on the book.

"This controversy has not come to an end. It may not be so fiercely urged as it was at one time, but there is no probability of its coming to an end. There will always be the two schools, one who think books more important, the other who think things. This question of verbalism and realism is larger than the classical ques-

tion. Still, wage as the war may, the book is not going to be banished from the school. The printed page will remain at last the principal thing to be studied in the elementary school. In other words, the Jewish title will be appropriate."

The idea that bookish matter is devoid of life is absurd. It is of that inner life, that richest of all life, man's life, that books speak. Is not the study of man's life as important as the life of the plant or the animal? On this subject Dr. Hinsdale continues: "The relation of an author to his composition is that of the creator to the creature or of the father to his child." We get the word poet, from the Greek word "ponen" meaning to make, to produce. The Greek conception of the poet was the maker or producer of mental things. In a less definite sense you may call any author a maker. Some part of the author's knowledge, feeling or purpose, that is, some part of the author himself, goes into the composition, making it a chip of the old block, really a part of the author's mind.

Lowell says, "The Greek classics are rammed with life," as is all literature worth reading. The life of Greece is in the literature. "The author," says a noted writer, "is like Jesus in the miracles; virtue goes out of him."

Dr. Holmes in addressing librarians calls them: "Sextons of those alchoved tombs where men in leathern cerements lie." Says Milton: "Books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul was whose progeny they are; nay, they do preserve, as in a viol, the purest efficacy and extracion of that being that bred them. It were as good to kill a man as kill a good book, kill reason itself, kill the image of God as it were in the eye. Many a man's life is a burden to the earth, but a good book is the precious life-blood of a master spirit embalmed and treasured up on purpose to a life beyond life."

Samuel Daniel has said: "O blessed letters, that combine in one all ages past, and make one life with all. By you we do confer with those who are gone and the dead living unto council call. By you the unborn shall have communion of what we feel and what doth us befall. Soul of the world! Knowledge, without thee, what has the earth that truly glorious is."

We must remember, that the words quoted are not imagined, they are from the lips of authors themselves. We think what has already been said will convince our readers of the great importance of teaching literature. The question now suggesting itself is—

when should this training begin? The neglect of such training means that grown students lack the mental power to pierce poetic language. The simplest figure or literary device seems to create a wall between them and the thought. They have no taste for good books and are without power to comprehend that which is best.

Early in child life the æsthetic should be cultivated, and there is no better way of doing this than by teaching pretty and suitable pieces of literature. Those simple science poems shed divine light on the handiwork of God. They unite heaven and earth. The heights of literature are not attained by sudden flight; he who in later life would read the works of our great literary philosophers; who would explore the rich mines of poetry, must early in life acquaint himself with simple gems of thought.

ALICE REYNOLDS.

WHAT CHILDREN ARE THANKFUL FOR.

A few days before Thanksgiving the children of the Chart Class were told the history of Thanksgiving Day, and about the first observance of it by the Pilgrims.

They were asked first to tell what these Pilgrims were thankful for, and then what they themselves had to offer thanks for.

The expressions given below are just as the children gave them. The average age is about six years. Each child was told to think quietly for a minute and then give his own thought and not allow what any one else said to change it:

Genevieve—For my clothes and food. *Fay*—For food and all the Lord gives us. *Fawn*—For food and clothes. *Freddie*—For my new suit of clothes. *Chloe*—For the good fruit that the Lord made grow. *Thethe*—For food, clothes, and nice house to live in. *Merl*—For good food. *Stanley Peterson*—For my stockings full of candy and a sleigh bell harness that I got last Christmas, and for glass to put in windows, and curtains. *Spencer*—Thankful to the Lord for the money he gives mamma to send me to school. *Ethel*—For clothes and food and for a good school. *Stanley Jones*—For Christmas and the Fourth of July. *Sterling*—For food and clothes. *Jesse*—For food and things to put in the house. *Lamar*—For a bed to sleep in. *Steven*—For such a good home. *Gladys*—That it rained and gave us plenty of water so that the crops all grew. *Karl*—That the Lord gives us something to wear. *Glen*—For shoes and stockings.

EDITORIALS.

THE STATUS OF THE TEACHER.

Under this head the Atlantic Monthly proposes in a series of articles to consider "how the profession may be made a calling of greater dignity and of more suitable reward; for clearly teaching is not held in as high honor as it ought to be. It is doubtful, indeed, if the public school system will reach its proper efficiency until in every community the teacher's status is as high as the status of any other profession.

To lift the teacher into the highest esteem, two things are necessary. —(1) To give efficient teachers security in their positions and freedom to do their best work. (2) To pay them salaries large enough to make the profession attractive to the very ablest men and women, not as a makeshift, but as a life career."

In discussing a subject of such importance, it is desirable to have as large a volume of facts at first-hand as possible. Teachers to whom the circular is sent are therefore urged to reply frankly to an enclosed series of questions intended to elicit the desired information.

*
* *
*

We trust that teachers will respond. No subject could be more timely, nor of more permanent interest to the teaching profession. Much has been accomplished already toward making our calling rank in public esteem with other professions. But we are not far enough out of the woods to let good enough alone. Teachers are a patient fraternity—often so patient that they will let the dust of the black-board settle in their pores and remain there undisturbed. Many of the virtues that we praise in the abstract go to seed in the lives of teachers and the seeds are anything but admirable. What is there about a convention of teachers just in from their little principalities which marks them as distinct from any other possible collection of human beings? An indefinable something pervades the atmosphere, sits upon the countenances, spreads out over the dress, and lurks in the attitude and personal bearing. It is not beauty, nor benignity, nor brains. Tiredness expresses it only in part. Let us for the present call it pedagogic rust.

*
* *
*

"You a teacher? I am surprised. You do not look like one." The young lady was puzzled. Was the remark intended as a reflection upon her mind or a compliment to her personal appearance?

The fact is, she was free from pedagogic rust. She had been teaching five years, and now she was going to be married. Perhaps the latter fact made a trifle difference.

The school-room is an eddy in the great stream of life. Pupils float in, twirl about a few times, then join "the brimming river." But teachers remain, going "round and round forever"—that is, if they do not resolutely move out into the current whenever opportunity affords. This young lady had not only seized every opportunity but had created opportunities, and was the better teacher for it. Her toilet betokened that she knew the very latest in dress, even to the daintiness of her foot-gear. She could "talk shop" feelingly and wittily when with teachers, but the charm of her mind seemed rather in the generous interest she manifested for the shop talk of other professions. Chalk dust and school-room domination were never thought of in her presence. Nothing suggested the school m'am—nothing save a pair of gold-rimmed spectacles.

*
* *

"Yonder comes a teacher. I'd wager my hat on it. I can tell them a block off. When we meet him see if his collar is not frayed, his necktie soiled and thread-bare, his face unshaven, and dust settled in the wrinkles of his coat, vest, and hat."

"But you surely do not pretend that these are characteristics of teachers?"

"Not of all—only of the kind you can recognize a block off."

Unfortunately there are still too many of this class among us—men who think it idle to pay attention to personal appearance. Their slovenliness does not end with dress and toilet. Their gait is shambling and awkward, their bones have a way of making shiny places on their clothes, and every movement seems to recall their great original—Ichabod Crane. These characteristics sufficiently portray the quality of their minds. That virtue which is the opposite of personal vanity has hopelessly gone to seed. They are in the eddy and never get into the current. They are *school-masters*—beyond recovery.

*
* *

But why should not teachers have characteristics which shall set them off as a distinct class? Is this not true of lawyers, doctors, and ministers? The question is not one of obliterating the marks by which the profession may be known, but of creating such marks as will appeal universally to the respect and honor of the community.

No doubt if the two conditions above mentioned were vouchsafed, viz: (1) security of position for efficient teachers with freedom to do their best work, and (2) salaries large enough to make the profession attractive for the very ablest men and women, we should have teachers who would appeal to the admiration of mankind by their very physical, social, and intellectual superiority. Meanwhile, have we, who are not so well favored by nature, nor so well paid by society, exhausted every means of arousing that admiration?

*
* *

With nine-tenths of the people, the status of a teacher will be determined exclusively by externals—by dress, toilet, manners, speech, personal bearing. What we mean is, that nine-tenths of the people will not have the ability, or will not take the time if they have the ability, to place a teacher in the intellectual scale. But this last test—the test of mind—is the very one that the remaining tenth will employ, and most of our teachers will be found wanting. The profession will never take high rank till it can pass the scrutiny of this tenth, for these are the thinkers and moulders of thought. They hold the gates to every avenue of emolument and honor. The real business of the profession is to learn how to think. In the meanwhile let us not be above capturing the other nine-tenths. Divide by two the qualities which make the dude contemptible, and we shall discover the means whereby some of us may cease to be held in contempt.

*
* *

THE PROPOSED TEACHERS' ASSOCIATION.

Whether the call of the Commissioner of Education is to resuscitate the old Territorial Teachers' Institute, or to ignore it and form a new one, matters not. The call itself is in line with the needs of the times. A large State like this, rich in everything that tends to make a great people, ought surely to maintain a good working State Teachers' Association. We might go further and say that this great inter-mountain country, cut off as it is both from the east and the west, ought to organize and maintain an active intermountain teachers' association. Utah, Colorado, Nevada, Idaho, Montana, and Wyoming, and possibly Arizona and New Mexico, are different somewhat, from the rest of our states, and form a group bound together by more than industrial ties. Their education and educational facilities are, to a certain extent similar; their environments are similar,

and are different from the rest of the Union. So the idea naturally arises that they can to good advantage form an inter-mountain teachers' association. Such an association would tend to a much more rapid educational development of this great region than can possibly be looked for by individual efforts. As Utah lies in the centre, the suggestion to organize should come from her. We respectfully suggest, therefore, to Commissioner Lewis that this would be a proper subject for discussion at the Ogden meeting next week.

*
* *

PROBABLY before this issue reaches our readers Cleveland will have returned from his duck hunt and will have issued the document making Utah a state. Immediately after the proclamation the Legislature will convene, and after some preliminaries will take up the regular work of law making. Among other things will be laws for the guidance and control of the schools, and it is well that those who are interested in the educational welfare of our new State, should take into consideration now the needs of the schools. Teachers and officers should begin to think about those laws and regulations that will be most helpful to our school system. One thing that suggests itself is the fact that the State as a whole should always be considered, from an educational standpoint at least, a unit, and no laws tending to discriminate against outside counties and in favor of thickly populated counties, should be formed. On the other hand the laws should be so arranged that in the distribution of taxes the outside and sparsely settled counties may be able to maintain as good schools and have as well-paid teachers as the most populous cities. In this way alone can we build up a great people.

Dick—What do you do when a friend offers to tell you his candid opinion about yourself?

Tom—I set to work to get ready mine about him.

*
* *

Johnny—But my teacher says so, and I guess he knows.

Uncle Reuben—I don't know about that. A man what's all the time givin' away knowledge to other people can't have much left for himself. I'd rather trust to a man who isn't all the time partin' with what he knows.

PRIMARY DEPARTMENT.

THE WORK IN THIS DEPARTMENT IS CONDUCTED BY MISS M. A. HOLTON, SUPERVISOR PRIMARY SCHOOLS, SALT LAKE CITY.

HELPFUL THOUGHT FOR TEACHERS.

Most children are wandering in the dark a good part of the time simply because the teacher assumes that they know what they do not know.

He is the teacher who shows where power exists; he is the teacher who awakens and forms it.

If teachers would study their pupils as closely as their pupils study them, there would be less friction in school management.

The purpose of discipline is to build up character; not to keep order, but to make good teaching possible.

The great educating force of every school is the personality of the teacher. As that is strong or weak, good or bad, so is the school.

As a gardener works around plants to enable them to have a broader and more glorious life, so must the teacher work in the garden of human beings.

Interest is not the end, it is the essential means, in all work.

Whatever you have to economize in, Dear Daughters, be extravagant in love. Did you never wish you had so much money that you need never think whether you could afford to buy this or that, and wonder how it would feel to have as much as you wanted? There are such people, but somehow, it does not seem to make the most of them as happy as I should think it would. Now, take love as a fortune, and begin to give it in any and every way, and to every body that comes within the circle of your influence. Say to yourself from this Christmas time, "I am rich" and in ways that are within your reach give out of your wealth in smiles; in cheerful words; in appreciation of what others have; enjoying their gifts, thus making the things largely your own; in sympathy, in every way—simply giving *love*. And as you give, it will increase. Never think of getting, only giving. And as sure as is the law of gravitation, so sure is the eternal law—"Give and it shall be given you." And thus the Christmas bells will ring right merrily in your own hearts their old, sweet peal of Love! Love! Love!

MARGARET BOTTOME.

MORNING TALES FOR DECEMBER.

In the first grade, during the first week, teach the story of Jack Frost. Subject-matter may be found as follows:

“Jack Frost and his Fairies,” from *Primary Education*, December, '95, page 349.

“The Baby Blankets,” from *Primary Education*, December, '95, page 351.

“Frost Fairies and Water Drops,” from *Primary Education*, December, '94, page 352.

During the second week, develop the thought of the forgoing and teach this memory gem:

What is the thought of Christmas?—Giving.

What is the hope of Christmas?—Living.

What is the joy of Christmas?—Love.

LAURA HOOKER.

For the second grade, let the subject be the Pine Tree.

1.—Tree as a Whole. (a) Where found. (b) Care needed. (c) Shape. (d) Size. (e) Height.

2.—Leaves: (a) Shape—why so shaped? (b) Color. (c) Number.

3.—Seed Box: (a) Cone shape. (b) Pech arrangement.

Read to the school Longfellow's description of the Pine, and teach the following gems:

Story of First Christmas—*Child Garden*, December, '93.

The Christ Child—*Primary Education*, December, '94.

Legend of St. Christopher and Christ Child—*Child Garden*, December, '93.

The Miraculous Pitchers—*Tangle Wood Tales*.

The Bird's Christmas—“In the Child's World,” Page 125.

Christmas in the Barn—“In the Child's World,” Page 119.

Bird's Christmas Carol—Kate Wiggin.

Beyond the White Brick—Mrs. Burnett.

Christmas in Other Lands—Eva Mayne.

BOARD STORIES FOR DECEMBER.

[LILLY T. ROCHE.]

1.—THE TURKEY'S SOLILOQUY.

Gobble! gobble! gobble!

Oh, there! what a silly goose I've been! I let them know where

I was, If I had kept quiet they would never have thought of this place.

It is just the cutest hiding place in the world. You see it is like this: Farmer John cut a lot of trees down and stacked them up out in the lot.

They did not see this nice little hole under the end of the pile, right by the hay stack. I did not rest easy until Thanksgiving went by. I wanted to sing so much, but was afraid to. Thank goodness that dreadful day is past.

My, but isn't this hay-seed good? I can't get enough of it.

Seems to me my coat is getting tight. Oh, no, I don't eat too much.

Sh!!! Wonder if that boy saw me? I hope not. I will be more careful next time, though.

Poor old Sukey! He was too careless. Ran right out of his hole in broad daylight. Poor old chap!

I saw Mary out in the garden looking for the sage. Wonder if he was tough? He wasn't nearly so fat as I am.

Only two weeks more and then—peace for a whole year. Guess I'll eat some more hayseed. Dear me, I'm so tired. It seems to me I'm sleepy all the time.

Gobble! Gobble! I'm caught! Help! Help! He has me by the foot. I hate that old rope. Take it off

Ugh! I'm sick of liver and corn-meal. Wish they would let me alone.

2.—FATHER WINTER WAKES UP.

One morning not long ago, Father Winter woke up from his long summer's nap and began to rub his eyes and think. Said he to himself:

It is about time for Santa Claus to begin his packing. I must do my part of his jolly work and get the world ready for him. Now, whom shall I send to carry the joyful news?

There is that boy Jack. A more mischievous little scamp never lived. Work is the only thing for him.

I guess I'll send him down to prepare the boys and girls for dear old Santa. They will be sure to know that he is coming when they see Jack.

Here, you noisy North Wind, wake up that lazy boy. He has been sleeping on the mountain top ever since last spring. Wake him up and send him to me.

3. —JACK FROST WAKES UP.

When Jack heard his name called he said: Oh, I don't want to get up yet. Then he gave a great yawn and settled down to sleep again.

But the North Wind whistled more loudly than ever.

This time Jack knew that Father Winter was in earnest, so he got up and said: Good morning, Father, have you slept well?

Oh, yes, said his father, very well indeed. But now it is time for us to get to work. We must begin at once, as I heard Santa Claus hammering away on his sled yesterday. He will soon begin to gather up his presents, and we must have the road ready. So start out at once.

Perhaps you had better call your cousins, the snow-flakes. I'm sure they will be glad to go with you.

And don't forget the pine trees as you pass them by. Cover them softly with snow for Santa likes them that way best.

Perhaps you had better call on all the little folks. They will never know that Santa is coming unless you do.

Nip their noses and ears once or twice—that will set them thinking. And while you are about it—paint their windows for a few nights.

4.—CHRISTMAS IS COMING.

There seems to be sweet music in the air. The stars twinkle, twinkle, twinkle. Last night they were shining so brightly that they looked like lamps.

Perhaps they are lamps. I think the angels must light them. They take good care of them these days, because it is near Christmas time. Ever since the star pointed out the way to the shepherds, we watch for them at Christmas time. You all remember the story.

How some shepherds were tending their sheep by night. How they had built a fire and were sitting around it talking softly.

All at once a bright light shone in their eyes. At first they did not know what it was. Soon they saw a star so large and bright that they could not help wondering what it meant.

They began to talk about it. They were afraid of it at first. Some of the shepherds covered up their eyes. Others of them said:

"It is very large and bright. It seems to point to us. God must have sent it for some purpose. Let us leave our sheep and follow where it leads us."

5.—THE THREE WISE MEN.

Some of the men were afraid to go for fear of wolves and so only three set out at last.

They followed the star where it led them, over hills and down through valleys.

They were very tired but they did not stop. They felt so sure that the star was leading them along the right path.

At last it stopped near a village. The shepherds were going on, but the star would not let them.

It seemed to point to an old stable. The shepherds went in and there on the straw, lay a little child.

They knew at once that this was the little child that God had promised to send to us.

They made it presents of many beautiful things. They gave the gifts to show their love. And so at Christmas time we give gifts to those we love.

Note:—The stories of the “Coming of Christ” and of the “Three Wise Men” are too broad to be treated very exhaustively in board work. Much of the material must be furnished in the form of morning talks. In my board stories I have given hints and suggestions rather than the full story.—L. T. R.

BLACKBOARD DECORATIONS.

SUGGESTIONS FOR DECEMBER.

1.—Word December printed in large letters, twined with holly, or tops of letters covered with snow.

2.—Calendars on snow covered fences, chimneys, etc.

3.—Brownies making a snow man.

4.—Birds with ivy and holly in their beaks flying towards a partly completed wreath of holly and ivy, under which is written or printed:

“With ivy and holly berries red,
“We’ll make a crown for the Old Year’s head.”

5.—For corners—Popcorn and snow crystals; yellow star surrounded with white clouds.

6.—Christmas in other lands—(a) Germany, a Christmas tree; (b), Italy, a Christmas urn; (c), Holland, a wooden shoe; (d), Sweden, shoes filled with hay, carrots, etc., for Santa Claus white horse.

7.—Santa Claus, (a), on a house top; (b), going down a chim-

ney; (c), filling stockings by the fire place; (d), by a Christmas tree.

8.—Borders of evergreens, holly, and mistletoe.

9.—Bells hung on golden ropes.

10.—The Three Wise Men on their camels following the star.

ELLA MURPHY, Wasatch school.

PRIMARY DRAWING.

The old practice of making children draw straight lines and curves before they drew pictures never led to picture drawing. Children learn to draw, and not only to draw but to see, by representing things in pictures. Encourage the use of this language and develop it as a language.

Write a simple selection upon the blackboard. Have it read and talked about, then ask the children to draw a picture, or series of pictures, that will tell the story.

When it is necessary to represent objects difficult to draw, make a special lesson of the point and teach them how to draw the objects.

Suitable selections for early steps:

1.—THE TOAD.

"A queer little chap is the honest old toad,
A funny old fellow is he;
For he lives under rocks by the side of the road
'Neath the shade of the old willow tree."

2.—THE SQUIREL.

"The ripened nuts dropped down, and bandit squirrels carried them away."

3.—THE LAMPLIGHTER.

My tea is nearly ready and the sun has left the sky;
It's time to take the window to see Leerie going by;
For every night at tea time and before you take your seat,
With lantern and with ladder he comes posting up the street.

Now Tom would be a driver and Maria go to sea,
And my papa's a banker and as rich as he can be;
But I, when I am stronger and can choose what I'm to do,
O Leerie, I'll go round at night and light the lamps with you

For we are very lucky, with a lamp before the door,
And Leerie stops to light it as he lights so many more;
And oh, before you hurry by with ladder and with light;
Oh Leerie, see a little child and nod to him to-night.

FIRST STEPS IN PHONICS.

Phonic work is often unsatisfactory and gives poor results because the first steps are indefinite and illogical in the mind of the teacher. Until this lack of confidence is removed and a clear understanding gained of the object and benefit of the work, results will continue to be poor. When teachers see that it is the key to independence, and it takes away the monotony of teaching and learning first steps in reading, they will strive earnestly to do this part of the day's work as logically as any other.

It does require preparations and thought, but it brings rich returns very quickly. Experience tells us success depends upon the teacher's knowledge of the subject, upon sure foundations, upon thorough drill, and upon constant application to the work of all subjects.

Success *does* depend upon the teacher's knowledge of the subject; for any teacher who fears that her own information is unequal to the demand, lacks conscious strength and teaches in so uncertain a way that even the babies question the importance of the work and feel the lack of logical presentation.

This knowledge can be gained by actual study, by taking the real steps, that is, by learning marks, by giving sound, by sounding words, and by practicing exercises which give smoothness, roundness, and clearness of tone. To tell the story briefly, by learning the matter to be taught; by arranging it in steps, according to dependence, and by studying the best methods of presentations.

Sure foundations form the watchword of success. These are necessary to avoid guessing. Overlook their importance, and the standstill comes, no matter how hard the teacher works, or how anxious she may be to succeed. This guessing always brings discouragement and conceals the real benefits to be gained.

Constant application to the work of all subjects is the result hoped for and brings independence and pleasure. No real reading can be done until the barrier of unfamiliar work is removed.

The following steps are necessary:

- 1.— Imitation exercises to train the ear to recognize different sounds and the voice to reproduce them.
- 2.— Teach pupils to give the sound of a character, as *a*.
- 3.— Teach pupils to think the sound of a character.
- 4.— Teach pupils to combine sounds and make endings, as *at*,

ad, et, and to recognize these endings when sounded, orally or written.

5.—Train pupils to recognize words when sounded by the teacher and to imitate her sounding.

6.—Train pupils to sound words aloud and to think the sounds.

7.—Train pupils to recognize the words they sound aloud.

8.—Train pupils to recognize the words they sound silently.

Phonic work is of little help to reading until this point is reached; thus it clears away all difficulties. Results are no longer uncertain if these simple steps are taken and clinched; but if they are half taken and half clinched, the old trouble stares us in the face and teaching is tiresome work.

It is wise to avoid the following stumbling blocks by anticipating them:

1.—Work for natural pitch and sweetness of tone from the beginning.

2. Good breathing must come before sweetness or firmness of tone can be secured.

3.—The character should suggest the sound, not the sound suggest character, at this point in the work.

4.—Do not pronounce words before sounding them. Sound and then pronounce.

5.—Hold to marks no longer than necessary.

6.—When words are once made out clinch them and do away with marking.

7.—Teach phonic at a separate period from reading.

8.—Avoid long periods of recitation.

9.—Have pupils stand around teacher and near a blackboard for phonic work.

10.—Hold to the development story only until the association between sound and character has been made.

11.—Avoid recalling much in this way e.g: What does the sheep say?

12.—Recitation drill is insufficient for thoroughness, consequently it must be supplemented by seat work.

There is virtue in a method but a hundred fold more in a lively interest and honest determination to succeed.—M. ADELAIDE HOLTON, Supervisor of Primary Schools, Salt Lake City.

SUGGESTIONS FOR PHONIC WORK.

Phonic work has not had a very important place in our schools until the past few years, but I think that nearly every teacher realizes its importance now. An understanding of phonics makes the child so much more independent. If a new word be given and marked, children will very quickly find it out for themselves. Without the aid of phonics, it would necessarily have to be told.

I have tried both methods of teaching reading, and am now a strong advocate of phonic work. I felt when I first commenced to teach phonics, and I presume many others have felt the same, that I didn't know how to begin.

The suggestions given will be those that I have tried or have seen others try with good results, and I hope they may prove helpful.

I think it is best to begin each lesson with a short breathing exercise as it aids in getting good pure tones. Then give sounds rapidly, having the children repeat them after you. Place different sounds on the board and have children give as quickly as possible. Have the sounds given alone at first, then in concert. If given in concert first, some pupils will give them incorrectly, and cause confusion, and very little good will be gained. The vowels will take much more drill than the consonants.

When children first begin phonic work, I think it is a good plan to tell a story sounding part of the words and having children give the word or perform the action: e. g; Mary has a new *d-o-ll*. It has a pretty new *d-r-e-s-s* on. See its *b-l-a-ck* curly hair.

Action stories: Hold up your *h-a-n-d-s*. Hold up your *b-o-o-k*. Point to the *b-l-a-ck b-o-a-r-d*. A great many devices may be used in this work to arouse interest.

Teach children different endings and prefixes also, such as *ay* in bay, lay, etc., *ing*, *ed*, *ly*, *tion*. Give a great many words with these endings and have children sound. Teach that *i-n-g* spells *ing* and don't allow them to sound that part of the word. For example, swing is sounded s-w-ing. Try to get them to watch for these combinations. I have found this an excellent plan as thereby they will recognize word so much more readily.

Children like to talk about the Ferris wheel, and they like better still to ride on it. Draw a large circle, write words in it and mark them, having children sound and pronounce them as you write. When the wheel is filled, let the children see how many can

ride clear around by sounding and pronouncing words rapidly. Then see how many can give all the words without sounding.

Another device which they like is this: draw a railroad track putting the sounds on the ties and calling them the stations. They take great delight in being conductors by telling the names of the stations. If they miss a station, they are discharged.

I will merely suggest a few other devices. Draw a ladder with sounds on it. See how many can climb to the top without falling. Draw a house with smoke coming from it. Place sounds in different parts of the house. See how many are good firemen by giving sounds. Draw a clothes line. Put either sounds or words on it and call them clothes. The children can take down the clothes if they give the correct sounds. Draw a chicken coop; call sound chickens. See how many can tell the names of the little chicks.

When studying Longfellow, it would be nice to have some phonic work in connection with it. A wigwam could be drawn and filled with sounds or words. See who can tell the names of all the little Indians. Draw Hiawatha's canoe; fill it with words. See how many will make good captains. Or, put sounds in the water and call them fishes. See who can catch the most fish.

For Christmas work, draw a Christmas tree, fill it with boxes, dolls, etc. Let the children take the presents off. Either sounds or words can be used in this. Draw Santa Claus with his pack. Play it is filled with sounds and some are falling out. See how many different sounds the children can find. These devices are very helpful in keeping up the interest, but constant drill must be given to establish the sounds.

If you are teaching long *a*, give list of words with this sound in it, and have the children sound. Then have them give words with this sound in them. You can measure your work in phonics by the rapidity and accurateness of your pupils in making out new words. Give harder words each day and words that have no connection with the reading—merely as a test in ascertaining new words. They enjoy sounding the word silently and whispering to the teacher the name of the word.

Call attention to different letters that have the same sound; as, *c, s; c, k; f, gñ, ph; s, z*, etc.

A good way to get children to see words quickly is to write a word, not too hard, on the board, mark it, then erase quickly and see how many can tell the word; or write words or sounds on card-

board, hold just a moment before the class, and see how rapidly they can tell them.

It is also essential that pupils be given good, instructive seat-work in phonics.

In the beginner's grade, write sounds and endings on cardboard, cut them apart and have children build words. Make lists of words and have children mark them. Give them sounds and see how many words they can make. Teacher give sounds and children make them on their slates. Have them write and mark all the words they know from the reading lesson. Find all the words with certain sounds in them. Write all the words you know ending in *ed*; all the words you know ending in *ing*; beginning with *de*.

For the little ones, make the sounds very large on card-board and have children cover the word with shoe pegs or peas, then let them make one like it on the desk. There are many other ways of using phonics for seat work, but I simply give these as suggestions.

MONA B. BIGGS, Salt Lake City.

THE KINDERGARTEN MOVEMENT IN UTAH.

The growth of this work in Utah is almost phenomenal. Salt Lake City has boasted of its kindergartens for a number of years, but not until lately has it had the advantage of trained kindergarteners, and training classes.

There are at present two training classes and fourteen kindergartens in the city. Five of these are under the supervision of the Utah Kindergarten Association, which has an enrollment of one hundred and eighty four children; two are supported by the Free Kindergarten Association, with an enrollment of one hundred and twelve children; the other kindergartens are private institutions and have an enrollment as follows: Miss Mains, 56 children; Miss Tibbotts, 60; Miss Bertha K. Robinson of the Collegiate Institute, 40; Miss Estey, 35; Mrs. Felt 20; Rowland Hall, 50; Miss Gould, 30; Mrs. Reed, 56.

The Brigham Young Academy of Provo was the first to issue kindergarten certificates and diplomas to trainers. There is an enrollment of forty-nine children in this department this year.

Ogden has just organized a kindergarten association which no doubt will do much to assist the cause in that city. The following have private kindergartens in Ogden: Mrs. Jane Ballentyne with

67 children; Miss Harriet B. Swab, between 35 and 40; Miss May Carter, 20.

Logan also supports two kindertens. One is under the supervision of Miss Hattie C. Jensen, the enrollment reported being 17; the other is conducted by Miss Moorhead and numbers 50.

Miss Alice Clark of Farmington reports 40 children enrolled.

There is no doubt that Statehood will open the public schools to this work, which, in time, will assist Utah in ranking first, educationally in the Union.

MRS. A. K. CRAIG.

HINTS ON TEACHING HISTORY.

Prepare the ground by telling appropriate stories (Primary.) Sow the seed by teaching how to read (Intermediate.) Promote normal growth by suggesting choice reading matter. Reap the harvest of information with the sickle of catechization.

By stories we aim to influence acts and thereby form habits; by studying biography we establish character. Experience will have taught Primary teachers that stories begun and concluded in the same fifteen minutes are productives of best results. Their work is formative.

Pupils of the Intermediate grades are largely in the memorative age and require teachings suited to their condition. Stories continued for a longer period than two or three days are not appropriate. No general preparation should be exacted.

Special preparation could be profitably required as follows: Select pupil occasionally to read from a choice book a short history story and recite substance of same to class, Question the class upon the subject as related by pupil.

An excellent device for reviews is for the teacher to assume a prominent character, and ask pupils for his name, e. g; 'I am a boy of Scotch Irish decent, of a very determined nature. One afternoon some cowardly boys, larger than I, loaded heavily, a shot gun and asked me if I wished to fire it. Ever anxious to fire a gun I eagerly accepted the offer. The explosion caused the gun to kick, knocking me over. Jumping up I threatened to shoot any who laughed. Not a craven laughed. Who am I?'

A sea of hands go up and many voices cry: *Andrew Jackson!* In like manner relate other events, also of other men. Allow pupils to do the same. It will soon become necessary to curtail enthusiasm.

If interest is the mother of attention then curiosity is its grandmother. In an advanced form, story telling may be continued in the higher grades, where a prescribed course is marked out by a manual.

In the Grammar grade the informative are more marked in connection with the formative aims. Character is here found. Teachers should be careful to associate youthful habits with after effects — successes and failures. The history of a nation is the history of her great men, hence biography is of first importance. We study elementary facts as a whole, but details in connection with prime movers. Emphasize the characters of our nation's great men.

In biography Barnes' Brief History is concise. But in its biased way of treating political history it is faulty.

Be systematic in catechization. Your questions should perfect a chain. As "no chain is stronger than its weakest link," measure well each link, define sharply, and clinch thoroughly.

Discussion is the friend of reason; opposition, of thoroughness. An excellent method for encouraging independent effort is to program and prosecute discussion on various subjects, e. g: 1.—Who was the ablest American general of the Revolutionary War? 2.—Who was the ablest British general of the Revolutionary War? 3.—Who was the ablest foreign general of the Revolutionary War? 4.—Who was the greatest American statesman up to the time of the Civil War?

Ballot before and after the submission of arguments. Note the change. It will surprise you. In school these naturally come under the heading of oral composition. You make two points: Fasten pupils to the bonds of acquiring information, and stimulate the habit of self-effort.

O. U. BEAN.

BRIGHAM YOUNG ACADEMY NOTES.

The Class of 97.—We are pressing onward as like water down an alfalfa patch. Although we loose in the volume t'is only to make fertile some dry spot.

Some large well arranged mineral cases are now being made for the geological department, which will be arranged and filled at the earliest possible date. The scientific classes have worked industriously and have given satisfaction. The true scientific spirit is growing.

A new company in military tactics has recently been organized. Company A has been uniformed for some time. The change in color from navy blue to cadet grey makes a pleasing distinction from the National Guards. It is hoped that both companies may be uniformed next semester.

A strong advance step is being made this year in the department of science. Arrangements have been made for well equipped chemical, physical, and other laboratories. Apparatus for the chemical laboratory has already been purchased and will be here within a few days. Comfortable quarters will be provided for by the beginning of next semester.

Provo can boast of the best quartette in the Territory,—the Boshard and Pyne brothers. The Academy, and especially the Polysophical society, owes them a debt of gratitude which piles up higher session after session, for their magnificent singing. On Thanksgiving evening they were compelled to respond to two encores, ere the charmed audience would let them off.

The classes in English furnished a fine Thanksgiving evening entertainment for about five hundred students and visitors. The occasion was a contest in oral narratives between English C, and Rhetoric A. Twelve original stories,—six from each class,—replete with wit, humor, and pathos, were interspersed with songs and music, and two hours had gone ere the audience was aware. The judges declared Rhetoric A victors by one point.

The work in the Polysophical society this year has been broken up somewhat on account on account of the political campaign. We have, however, had some very enjoyable evenings. Major Hill of Salt Lake City, read a paper on Personal Reminiscences of Cuba, Friday, December 6, 1895. The following Friday there was be a grand musicale. The program of the society for next semester is now nearly completed and will be published before the commencement of next semester.

The students of Prof. Nelson's Logic class are very much interested in their course. The other day one of the members, a '97 by the way, became so "worked up" over a demonstration that he completely lost control of his voice, and shouting in the enphonic key of A sharp, declared the teacher to be in the wrong. But strange to say, the Professor with "one, fell swoop" in the way of a well pointed syllogism shattered the tyro's logical structure, while the hopeful looked on in wonder and amazement. *Moral:*—Never

take issue with your bread and butter if you do not wish to be brought to regret.—K.

Prof. Nelson, by request of the present English classes, read the following letter before the assembled students in Room D: "*To the Students in last year's Classes in Rhetoric, Greeting:*—We, the members of Rhetoric A and English C, jointly challenge you to a contest in oral narratives, to be held some evening during the last week in this semester, under the following conditions: There shall be six contestants on each side. The narratives shall be original and shall not exceed ten minutes each in telling. The points of criticism shall be composition, personal bearing, and delivery. A committee of five shall take charge of all arrangements, including the choice of Judges. Two members are to be chosen by you, two by us, and these four shall choose the fifth." The challenge will undoubtedly be accepted, and we shall chronicle the result in the next JOURNAL. [This item was crowded out of our last issue. The challenge, however, was not accepted.]

GENERAL SCHOOL NOTES.

All schools of Juab County are in session and have been for some time.

Juab County will be well represented at the State convention in Ogden, December 25th and 28th.

The Juab Stake Academy with J. T. Miller as principal is doing all in its power for the advancement of education in the County.

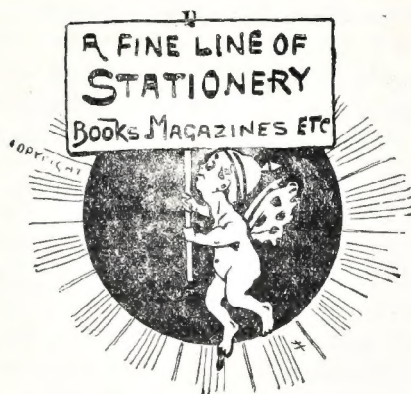
The former Superintendent, Mr. John Foote has resigned, and Mr. John T. Miller was recently appointed by the County Court.

The Provo City teachers are looking forward to the midwinter session of the Institute, when they will entertain the county teachers.

The city is unable to provide school accommodations for the pupils of school age, consequently all children seven years old and under, by an order of the Board, are prohibited from attending school during the winter months, or while older pupils desire to attend.

There are twenty-five teachers working in the District Schools of the County. Owing to the scattered condition, no teacher's institutes have been held. Most of the teachers are in favor of holding them, and the Superintendent is working to that end. It is expected that institute will begin with the new year.

WE ECLIPSE



all competitors in the stationery trade. What's more its a total eclipse and of long duration, for it won't end this year. The quality, variety, and extent of our stock are simply immense. It's the stationery surprise of the hour, and, as it is continuous, this stunning phenomenon is also stationary at Eldredge block, J street. You can't help seeing an eclipse. It's just as impossible not to see that our goods and prices defy rivalry. No matter

what you want in the line of writing and drawing materials, or school and general stationery, you'll save money by coming to us for it.

00000

PROVO BOOK & STATIONERY CO., Provo, Utah.

COAL

Delivered to Any Part of the City.

Rock Springs, Lump.....	\$ 5.00
Castle Gate, Lump.....	5.00
Pleasant Valley, Lump.....	4.75
Winter Quarters, Lump.....	4.75
Rock Springs, Nut.....	4.50
Castle Gate, Nut.....	4.50
Anthracite	11.00

YARD TELEPHONE 17.

SMOOT & SPAFFORD, AGENTS.

The Provo Commercial and Savings Bank.

LEADING BANK OF UTAH COUNTY.

Exchange Drawn on the Principal Cities of the U. S. and Europe.

REED SMOOT, President. J. R. TWELVES, Cashier.